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Learning and education

– material conditions and consequences

[223] PERSONAL DIGITAL VIDEO STORIES LINKING SCHOOL AND INTERNSHIPS

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Research topic/Aim: How can personal stories in the form of videos (incl. images, animations and sound) play a role as an engaging reflection tool between school and company-based internships among young marginalized people in vocational educational training (VET)?

Theoretical frameworks: This is a research proposal that draws on transfer theory and previous findings which suggests students' meaning-making processes, in the interplay between school and internships, are difficult but vital to establish (Aarkrog 2011; Nielsen 2009). Furthermore, the research views motivation for learning as a socio cultural phenomenon, which among others puts the learning context rather than an individual in focus for understanding, how young VET students make sense of their education (McLeod & Yates 2006, Louw 2013; Pless et al. 2015). Finally, the research draws on theories of Digital Storytelling (Lambert, 2013) as a way of empowering marginalized groups through individual and collaborative user-driven media and personal reflection practices.

Methodology/research design: This research project is inspired by Design-Based Research (DBR), including applying an iterative, contextual and user-driven process, rather than more traditional hypothesis-driven methods (Amiel & Reeves 2008). The DBR project is designed to investigate how Personal Digital Video stories (PDVs) supports the students' social relations, learning, reflection and their professional development during their VET. The suggested research design is to involve two different schools, involving 3-4 different VET programs and focus on the critical transitions between school and company-based internships. The plan is to follow two subsequent classes at each school, in a total of 2 ½ years. Thus in total, the DBR projects involves 6 VET programs, approximately 12 VET teachers and 150 VET students. The research data will consist of participatory observations from co-working with teachers and students on the PDVs, from observing the processes surrounding the PDVs in-use, as well as data from interviews and surveys with participants.

Expected conclusions/Findings: Previous research indicates that video productions (in many formats and modalities) potentially scaffolds reflection and supports professional thinking and "professional proudness" (Ørngreen 2009; Louw 2015). The process of making a movie and sharing it with peers holds the potential of mediating engagement, learning, immersion and retention of the subjects depicted in the movie (Ørngreen, Louw & Henningsen 2016). The intention of the suggested research agenda is to further deploy this focus to youths, who are school-weary (which can be youths with talent and/or youths who are writing and reading challenged etc). The objective is therefore to support a professional clarification and increase the professional pride and willingness to carry on, and relate hands-on practice and theory.

Relevance for Nordic Educational Research: Digitalizing educations is a fast growing tendency across the educational systems and nations. The educations of the Nordic countries are traditionally well equipped with digital hardware. However, the learning outcome of the digital hardware is more doubtful. This study aims to shed light on the possibility for harvesting the benefits of multimodal digital tools specifically in relation to digital storytelling in VET, thus setting inspirational hands-on examples on ways to digitalize VET programmes.